

**PROBLEMS FACED BY ENGLISH TEACHERS IN
TEACHING ENGLISH ONLINE DURING PANDEMIC
COVID-19 AT SMP N 2 KEDUNGGALAR**



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For Getting a Bachelor Degree Of Education
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By:

SUKMA BERLIAN ARUM PRABAWATI
A320160076

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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APPROVAL

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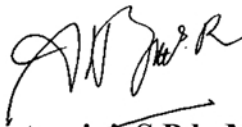
By:

SUKMA BERLIAN ARUM PRABAWATI

A320160076

Approved to be Examined by Consultant

Consultant



Aryati Prasetyarini, S.Pd., M.Pd.

NIDN. 605107001

ACCEPTANCE

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Approved and Accepted by the Board of Examiners

School of Teacher Training and Education


Muhammadiyah University of Surakarta

In January 2021

The Examiners:

1. Aryati Prasetyarini, S.Pd., M.Pd

(Head of Examiner)

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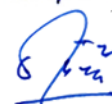
2. Fitri Kurniawan, M.Ed

(Member I of Examiner)

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3. Drs. Djoko Sriyono, M.Hum

(Member II of Examiner)

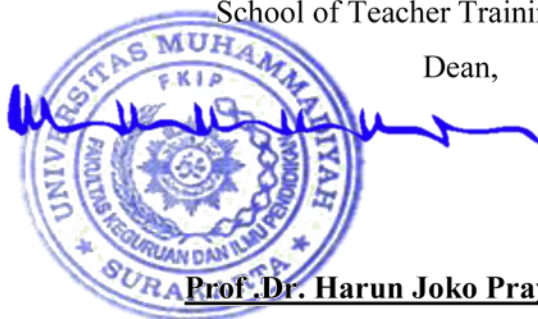
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Surakarta, January 27th 2021

Muhammadiyah University of Surakarta

School of Teacher Training Education

Dean,



Prof. Dr. Harun Joko Prayitno, M.Hum.

NIP.1950428199303 1 001

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Surakarta, 27th January 2021

The Researcher,



Sukma Berlian Arum P.

A320160076

PROBLEMS FACED BY ENGLISH TEACHERS IN TEACHING ONLINE ENGLISH DURING COVID-19 PANDEMIC AT SMP N 2 KEDUNGGALAR

Abstrak

Tujuan dari penelitian ini adalah 1) untuk mengidentifikasi media pembelajaran online yang digunakan oleh guru bahasa Inggris di SMP N 2 Kedunggal, 2) untuk mengetahui permasalahan yang dihadapi guru bahasa Inggris dalam proses pembelajaran online selama Covid-19 di SMP N 2 Kedunggal, dan 3) untuk mengetahui bagaimana para guru mengatasi masalah dalam pengajaran Bahasa Inggris Online saat pandemi Covid-19 di SMP N 2 Kedunggal. Metode yang digunakan dalam penelitian ini adalah penelitian deskriptif kualitatif. Objek penelitian ini adalah masalah-masalah yang dihadapi guru bahasa Inggris di SMP N 2 Kedunggal dalam pembelajaran online dan solusi guru dalam pembelajaran bahasa Inggris online di SMP N 2 Kedunggal. Teknik pengumpulan data yang digunakan peneliti dalam penelitian ini adalah wawancara, observasi dan dokumentasi. kemudian teknik validitas data yang digunakan yaitu triangulasi. Dalam penelitian ini analisis data yang digunakan peneliti adalah analisis. Prosedur yang dilakukan adalah reduksi data, penyajian data, dan penarikan kesimpulan / verifikasi. Hasil penelitian ini menyimpulkan bahwa media yang digunakan guru adalah WhatsApp dan Google Classroom alasannya yaitu media tersebut dirasa lebih praktis dan efisien. Permasalahan yang dihadapi guru bahasa Inggris dalam pembelajaran bahasa Inggris online pada saat Pandemi Covid-19 di SMP N 2 Kedunggal yaitu kesulitan dalam akses internet siswa dan banyak siswa yang tidak merespon. Berdasarkan hasil penelitian juga diketahui bahwa solusi dari masalah yang dihadapi adalah memberikan perpanjangan waktu pengiriman tugas dan siswa jika kesulitan mengakses internet, siswa diperbolehkan mengumpulkan di sekolah. Untuk siswa yang tidak merespon, guru berinisiatif menghubungi secara pribadi, jika cara ini dirasa kurang maka guru mencoba menghubungi temannya dan guru mengingatkan melalui kelompok. Untuk masalah kebosanan, guru memberikan tugas kelompok.

Kata Kunci : permasalahan, guru, kelas online, pandemi COVID-19

Abstract

The study aims to: 1) to identify the online learning media used by English teachers at SMP N 2 Kedunggal, 2) to find out the problems faced by English teachers in the online learning process during Covid-19 at SMP N 2 Kedunggal, and 3) to find out how teachers deal with problems in teaching English Online during the Covid-19 pandemic at SMP N 2 Kedunggal. The method used in this research is descriptive qualitative research. The object of this research is the problems faced by English teachers at SMP N 2 Kedunggal in online learning

and teachers' solutions in online English learning at SMP N 2 Kedunggalar. To collect the data the researcher used interviews, observation and documentation. The data validity technique used is triangulation. In this study, the data analysis employed by the researcher is interactive analysis. The procedures used are data reduction, data presentation, and conclusion/verification. The results of this study showed that the media used by the teacher were WhatsApp and Google Classroom. The reason was that the media was considered more practical and efficient. The problems faced by English teachers in learning English online during the Covid-19 Pandemic at SMP N 2 Kedunggalar were difficulties in students' internet access and many students did not respond. Based on the research results, it is also known that the solution to the problem faced is to provide an extension of the time for sending assignments and if students have difficulty accessing the internet, students are allowed to collect at school. For students who do not respond, the teacher takes the initiative to contact personally, if this method is deemed insufficient then the teacher tries to contact his friends and the teacher reminds them through the group. For the problem of boredom, the teacher gave group assignments.

Keywords: problems, teachers, online classes, pandemic of COVID-19

1. INTRODUCTION

Corona Virus Disease or COVID-19 was declared as pandemic on March 11, 2020, a disease that is endemic to almost all countries in the world. The spread of this virus is very fast and 185 countries in the world have been infected with COVID-19 (CSSE, 2020). The World Health Organization recommends that one of the steps for the spread of COVID-19 is to implement travel restrictions, quarantine, curfew restrictions, hazard control at work, and closure of public facilities. This pandemic caused severe disruption in various socio-economic fields. The education sector also experienced significant disruptions. Schools and universities have been closed, either nationally or locally in several countries with COVID-19.

This pandemic caused the economic crisis and this subsequent global health crisis. The closing of schools and educational facilities are a great choice for in the country, both at the elementary and university level. The largest international organization in the world is aware that sector education is one of the sectors that is

very affected by the preaching of this Coronavirus. With its very fast and large-scale spread makes matters worse.

All levels of education institutions in Indonesia ranging from basic education to colleges or universities under the auspices of Ministry of Education and Culture or under the auspices of Ministry of Religious feel the adverse effects caused by Corona viruses. Therefore, the government instructed all schools to conduct online teaching and learning. The pandemic makes students learn online or from home which results in stopping their learning directly in class to break the chain and exposure to the Corona viruses.

Previously, English was taught in regular classes through face to face. However, since the Covid-19 outbreak, this strategy changes. The pandemic makes people to keep the distance. Even students are not allowed to attend classes to avoid the virus spread. In this situation, teaching and learning are conducted online. Teachers should adapt online learning in a short time. They have to be able to prepare the materials and make use of technology in the teaching and learning process. As Wang et al. (2007) stated that the development of multimedia and technology information, as well as the use of the internet as a new technique of utilization, has been making radical changes in the traditional teaching process. Teachers, students, and even parents are forced to adapt quickly to this method. Indeed, in the midst of a Covid-19 pandemic situation like this, the online method is considered the most appropriate solution to do. Although schools are closed, the demands in the learning process can still be accomplished and reached.

Formally, English is taught in regular classes through face to face. However, since the Covid-19 outbreak, this strategy changes. The pandemic makes people to keep the distance. Even students are not allowed to attend classes to avoid the virus spread. In this situation, teaching and learning are conducted online. The development of multimedia and technology information, as well as the use of the internet as a new technique of utilization, has been making radical changes in the traditional teaching process (Wang et al. 2007). Teachers, students, and even parents are forced to adapt quickly to this method. Indeed, in the midst of a Covid-19 pandemic situation like this, the online method is considered the most

appropriate solution to do. Although schools are closed, the demands in the learning process can still be accomplished and reached.

One of the subjects taught online is English. It is one of the subjects in Indonesia which has to be learned by Indonesian students. Because international language is used by most people in the world. The function is not only as a medium to communicate between nations, but also more widely and important, as a language for science and technology. Students will get an advantage if they learn the language. Therefore, the Indonesia government instructed all schools to teach English since elementary schools. Even many schools introduce the language since kindergarten students.

Online learning is an internet application that can connect between educators and students in an online study room. Online learning is made to overcome the limitations between educators and students, especially in terms of time, space, conditions, and circumstances (Darmawan, 2014: 10). Online Learning (Google Classroom, and WhatsApp) is used for Online Learning. The changing teaching media during a pandemic is valuable to be investigated. It is because commonly teachers used to teach face to face in the classroom. Now, they have to make use of online learning as the media in teaching English.

English is a subject that must be studied for students, especially at SMP N 2 Kedunggal. But, it does not rule out some students at SMP N 2 Kedunggal are not proficient in English because it is a foreign language for them even though they have been taught basic since elementary school. For this reason, English teachers at SMP N 2 Kedunggal are expected to be able to master English to face a better future considering English as an international language.

This study describes the problems faced by teachers in teaching English online during Covid-19 qualitatively. From the research background above, the researchers is interested in researching and describing the challenges faced by English teachers in learning English online at SMP N 2 KEDUNGAL with the title "Problems Faced By English Teachers In Teaching Online English During Covid-19 Pandemic At Smp N 2 Kedunggal".

2. METHOD

The method that is used in this research is a descriptive qualitative research. In this research, descriptive qualitative research is used to describe the problems faced by English teachers in teaching English online during the Covid-19 pandemic at SMP N 2 Kedunggalar. This research can bring and understand conditions during observations and how teachers do online learning English during the Covid-19 pandemic by teachers to students at SMP N 2 Kedunggalar. In conclusion, the researcher chose qualitative research because the data were interviews.

The object of this study is to the problems faced by English teachers at SMP N 2 Kedunggalar in teaching online and describe the teacher's solutions in teaching English subjects online at SMP N 2 Kedunggalar. The researcher used interviews to obtain data. The subjects of this research are two English teachers from SMP N 2 Kedunggalar namely Mr. Anang S S.Pd and Mrs. Nanik S.Pd. The technique of collecting data of the researcher used in this research are interview, observation and documentation. In conducting this research, the data researcher must be valid. In this case, the researcher applied triangulation. The data that has been found is then analyzed together to get the results which illustrate what problems English teachers faced in teaching online during Covid-19. In this study, the data analysis used by researcher was analysis. The procedures taken were, data reduction, and data display, and conclusion drawing/verification

3. FINDING AND DISCUSSION

3.1 Findings

3.1.1 The Online learning media used by English teachers in SMP N 2 Kedunggalar

a. WhatsApp

The Covid-19 pandemic has changed many things. One of them is the education system in Indonesia, which teaching and learning activities have been carried out from home. The government has indeed instructed all schools to hold teaching and learning activities from home. For this

reason, the process of teaching and learning activities is carried out boldly and requires media to be connected. WhatsApp is one of the popular social media during Covid-19 Pandemic, since in this situation it is widely used for educational purposes.

Below is the conversation on the interview section between interviewer (IN) and the teacher (TC) :

- IN : *Apa saja media yang anda gunakan untuk mengajar daring?*
(What kind of media do you used to teach?)
- TC 1 : *Media yang saya gunakan untuk pembelajaran daring saat ini saya menggunakan WhatsApp dan terkadang juga menggunakan Google Classroom.*(The media I used for online learning now I use WhatsApp and sometimes also used Google Classroom)
- IN : *Dari media tersebut yang anda gunakan apakah ada perbedaan fungsi untuk penggunaanya ?*(From the media you use, is there any difference in function for its use?)
- TC 1: *Ada, kalau untuk WhatsApp itu sendiri saya gunakan untuk memberikan intruksi tugas dan kadang juga sebagai media pengiriman materi, sedangkan untuk Google Classroom itu sendiri saya gunakan untuk media pemberian tugas.*(Yes, for WhatsApp itself I used it to provide assignments and materials, while for Google Classroom itself I used it for video conference.)

b. Google Classroom

Meanwhile, the Google Classroom itself, teachers and lecturers are required to be creative and teach their students. The safest way to teach at this time is exactly through applications such as Google Classroom. Meanwhile, below are the data or information that taken by interviewing TC 2 :

- IN : *Disaat pandemic seperti ini, media apa yang anda gunakan untuk mengajar online?*(During this pandemic, what media do you use to teach online?)
- TC2 : *Saya menggunakan dua media, untuk mengajar daring salah satunya Google Classroom.*(I used two media, to teach online, one of which is Google Classroom)
- IN : *Apa alasan anda menggunakan media Google Classroom?*(What is the reason you used media Google Classroom?)
- TC2 : *Karena dalam aplikasi tersebut bisa melibatkan banyak siswa dalam kurun waktu yang bersamaan. Ketika saya memberikan tugas online dan saya beri deadline.*(Because this application can

involve many students at the same time. When I give online assignments and I give deadlines.)

IN: *Untuk yang selanjutnya anda menggunakan media apa, serta berikan alasannya anda menggunakan media tersebut?*(The next media do you used and give reasons for using the media?)

TC2: *Yang berikutnya saya menggunakan media WhatsApp, karena saya menggunakan media ini untuk memberi arahan atau intruksi, karena mudah dipahami siswa.*(Next, I used WhatsApp media, because I use this media to provide directions or instructions because it is easy for students to understand.)

So it can be concluded that the researcher found that the media used by both participant during the online learning are WhatsApp and Google Classroom.

3.1.2 The problems faced by the teachers in the online learning process during Covid-19 at SMP N 2 Kedunggalar.

The researcher found that the internet access and student's low participation as the problem faced by the teachers.

a. Internet access

Internet access itself is very important as a means of distance learning or online learning, especially in the Covid-19 pandemic like today so that the teaching and learning process running well. Meanwhile, there are some students at SMP N 2 Kedunggalar who have limited access to the internet, namely poor signal coverage.

Below is the conversation on the interview section between interviewer (IN) and the teacher (TC1):

IN : *Masalah apa saja yang anda hadapi saat mengajar daring di SMP N 2 Kedunggalar?*(What kind of problems did you face while teaching online at SMP N 2 Kedunggalar?)

TC1 :*Dari pembelajaran daring itu masalah yang saya hadapi yang utama adalah kesulitan mengakses internet. Kesulitan internet tersebut terjadi karena susahnya sinyal di rumah mereka, dan berpengaruh juga terhadap proses pembelajaran daring, seperti terlambat mengumpulkan tugas serta banyak siswa yang kurang respon, selain itu mereka kadang malas mengerjakan tugas.*(From online learning, the main problem I face is difficulty accessing the internet. These internet difficulties occur due to the difficulty of having signals in their homes, and also affect the online learning process, such as late submitting

assignments and many students who do not respond, besides that they are sometimes lazy to do assignments.)

IN : *Apakah masih banyak siswa yang susah mengakses internet?* (Are there still many students who have difficulty accessing the internet?)

TC1 : *Tidak, hanya beberapa siswa saja.* (No, only a few students.)

IN : *Untuk siswa yang kurang respon itu kurang respond yang bagaimana ya Pak?* (For students who do not respond, what do you think about it, Sir?)

TC1 : *Seperti mengabaikan tugas yang saya berikan. Mungkin itu semua disebabkan mereka sudah bosan pembelajaran online dan siswa ingin pembelajaran bertatap muka.* (Like ignoring the assignment that I have given. Maybe it's all because they are tired of online learning and students want face-to-face learning.)

IN : *Bagaimana Bapak bisa mengetahui jika siswa bosan pembelajaran online dan ingin pembelajaran bertatap muka?* (How do you know if students are bored with online learning and want face-to-face learning?)

TC1 : *Karena saya setiap seminggu atau dua minggu sekali menyampaikan sharing dengan siswa melalui grub WhatsApp.* (Because I keep sharing it with students one or two weeks at once through WhatsApp.)

IN : *Apakah untuk siswa yang kurang respon itu kalangan laki-laki atau perempuan atau dominan keduanya Pak?* (Is it male or female or both dominant, Sir?)

TC1 : *Lebih cenderung ke siswa laki-laki.* (More inclined towards male students.)

b. Students' low participation

When learning English online during the Covid-19 pandemic like this, all schools are doing distance learning because it is considered more efficient. When online learning took place there were still many students who did not participate actively, which was by the teacher who could not directly supervised students. Teachers supervising students can directly influence teaching and learning. Teacher 1 also stated that there were still many students' low participation, and Teacher 2 also complained about the same thing, namely about students' low participation.

Below is the conversation between the researcher and Teacher 2 in the interview section:

IN : *Masalah apa saja yang anda hadapi saat mengajar Bahasa Inggris online selama Covid-19 di SMP N 2 Kedungalar?* (What

kind of problems did you faced in teaching online English during Covid-19 at SMP N 2 Kedunggalar?)

TC2 : *Pembelajaran saat ini sangat berbeda dengan pembelajaran yang seperti biasanya. Sebelum pandemic Covid-19 ini guru dan siswa dapat bertatap muka, tapi untuk saat ini pembelajaran daring atau jarak jauh, dan masalahnya beragam seperti masalah dalam mengakses internet, dan saya mengeluhkan banyak siswa yang kurang respond mengenai tugas yang saya berikan.*(Learning today is very different from learning as usual. Before the Covid-19 pandemic, teachers and students could meet face to face, but for now online or distance learning, and the problems are various such as problems accessing the internet, and I complained that many students were not responding to the assignments.)

IN : *Apa alasan siswa kurang merespond mengenai tugas yang anda berikan Bu?*(What are the reasons for students less responding to the assignment you gave, Miss?)

TC2 : *Salah satunya mereka mengalami keesulitan mengakses internet, akibatnya mereka kurang memperhatikan tugas yang saya berikan.*(One of them is that they have difficulty accessing the internet, as a result they do not pay attention to the assignments that I gave.)

IN : *Apakah semua siswa kesulitan mengakses internet Bu?*(Do all students have difficulty accessing the internet Miss?)

TC2 : *Tidak, hanya beberapa siswa saja yang kesulitan mengakses internet.*(No, only a few students have difficulty accessing the internet.)

Based on the finding above, it can be concluded that the researcher found that the problem face by the teacher such as internet access, students' low participation.

3.1.3 How do the teachers overcome the problems in teaching online English during Covid-19 pandemic at SMP N 2 Kedunggalar?

a. Internet access

The English teachers at SMP N 2 Kedunggalar also provided solutions to the problems they faced in teaching English online during the Covid-19 pandemic. The solution to the problem of the two teachers is different.

Below is the conversation between the researcher and TC 1 in the interview section:

- IN : *Solusi apa yang anda lakukan pada permasalahan yang anda hadapi?*(What kind of solutions do you used to overcome the problem?)
- TC1 : *Solusi yang saya terapkan dalam menghadapi masalah saya tadi, salah satunya yaitu dengan memberikan perpanjangan waktu untuk mengirimkan tugas dan jika siswa masih kesusahan mengakses internet, tugas bisa dikumpulkan ke sekolah. Untuk siswa yang kurang respond saya berinisiatif menghubungi siswa secara pribadi, saya juga ingatkan jika ada tugas dan harus segera dikumpulkan. Ketika menghubungi secara pribadi dirasa kurang, saya mencoba menghubungi temanya dan saya ingatkan melalui grub. Untuk menyiasati kebosanan siswa, saya berikan tugas berkelompok dan saya ingatkan untuk tetap mematuhi protocol kesehatan.*(One of the solutions that I applied in dealing with my problem was by providing an extension of time to send assignments and if students still had difficulty accessing the internet, assignments could be submitted at school. For students who do not respond, I have the initiative to contact students personally, I also remind them if there is an assignment and it must be submitted immediately. When contacting personally was not enough, I tried to contact his friend and I reminded him via group. To get around student boredom, I gave group assignments and I reminded them to adhere to health protocols.)

b. Students' Low Participation

Based on the problems faced from TC2 that many students' low participation, TC2 provides solutions to the problems faced. Below is a statement from TC2 to provide a solution:

Tc2 also delivered a solution to the problem of teaching English online during the Covid-19 Pandemic. She stated that:

- IN : *Solusi apa yang anda lakukan untuk masalah yang anda hadapi?*(What kind of solutions do you used to overcome the problem?)
- TC2 : *Ya solusi saya, harus bisa menciptakan dan memberikan pembelajaran yang menarik supaya tidak bosan saya mengajak para siswa untuk membuat Voice Note (VN) bernyanyi lagu inggris dan membaca dalam Bahasa Inggris. Jika siswa kesusahan mengakses internet, saya memberikan perpanjangan waktu kepada siswa untuk mengumpulkan tugas. Saya juga tidak bosan bosan memberi motivasi siswa karena memang situasi dan keadaan menuntut anak anak belajar secara online.*(Yes, my solution is to be able to create and provide interesting lessons so that I don't get bored. I invite students to

make Voice Notes (VN) singing English songs and reading in English. If students have difficulty accessing the internet, I give extra time to students to collect assignments. I am also not bored with motivating students because situations and circumstances require children to learn online.)

In addition, researchers found information from the two English teachers at SMP N 2 Kedunggalar. This information provides an overview of this research, namely each teacher's class and facilities provided by schools such as internet quotas.

3.2 Discussion

Based on the research findings, namely finding some information from interviews conducted by two English teachers at SMP N 2 Kedunggalar. This study aims to obtain data to answer some of the questions contained in thesis writing, with the English teacher at SMP N 2 Kedunggalar. This study aims to identify the problems faced by teachers in learning English online at SMP N 2 Kedunggalar during the Covid-19 pandemic.

In this study the researcher compared the results of the interview to obtain valid data and the researcher could provide an opinion. Data taken from research that researcher need to compare:

3.2.1 The media used by teachers to teach English online during the Covid-19 pandemic at SMP N 2 Kedunggalar.

From the data above online learning at SMP 2 Kedunggalar using online-based media WhatsApp and Google Classroom. Based on the data obtained from the interview, it can be seen that the two teachers are the same in using online learning media. Teacher 1 (TC1) said that using the WhatsApp cellphone as a tool to provide instructions and also as a medium for sending teaching material to students, and Google Classroom as an online medium for giving assignments. Teacher 2 (TC2) said that the WhatsApp media was for giving directions or instructions because it was easy for students to understand. For the Google Classroom media itself, the teacher says that using Google Classroom can involve many students at the same time when the teacher gives online assignments and is given a deadline for the assignment.

According to Astini, 2020 applications that are effectively used in the online learning process are the google classroom application and the zoom application, while for the lower classes the application that can be used very effectively is WhatsApp group application. Based on Hapsari, S. A., & Pamungkas, H. 2019 Google Classroom, is free access facilitate to the lecturer and as e-learning process. Hasanah, Q. (2020) one of the e-learning methods that are easy, cheap, and instant to use is the WhatsApp application. This media is portable, compact, and practical which can be used wherever students are. WhatsApp application as an e-learning to be able to reduce the use of large internet data so that it does not burden students. The WhatsApp application can also be used in conditions of weak internet networks, meaning that it can be used wherever students are.

Based on data taken from interviews with the two teachers, and according to some experts learning media that are effectively used are Google Classroom and WhatsApp. The two teachers use Google Classroom as assignment delivery and WhatsApp as a guide or material provider, practical and can be used in weak internet networks.

3.2.2 Problems faced by English teachers in teaching English online during the Covid-19 Pandemic at SMP N 2 Kedunggalar.

Based on the interview data of the two English teachers at SMP N 2 Kedunggalar above, it can be seen that the problems faced by the two teachers are almost the same, namely there are some students who have difficulty accessing the internet, because the signal is sometimes unstable due to locations that are not accessible to internet access, and many students are not responsive or less respond.

Related to the previous study as the references for this study, there is similarity previous study by Taradisa, N (2020). Rachmawati, Y, et al (2020) stated obstacles faced in the learning process during the pandemic, one of which is the problem of network connection which affects students' responses to the assignments and material presented by the teacher which results in a lack of responding by students. According to Widodo, A., & Nursaptini, N. 2020 that the problems faced by students during online learning included internet connection,

online media errors and limited internet quota. Most students cannot follow online learning well. Many students claim to be bored and lack focus when studying online. Finally, the researcher concluded that the two teachers and several experts had the same problem in accessing the internet network and students who did not respond to online English learning at SMP N 2 Kedunggalar.

3.2.3 How do the teachers overcome the problems in teaching Online English during Covid-19 Pandemic at SMPN 2 Kedunggalar.

Based on the data obtained from the interviews, there are similarities between the two teachers regarding solutions. From the above statement that TC1 stated, the solution to the problem faced is to provide an extension of time to send assignments and students if they have difficulty accessing the internet, students are allowed to collect at school. For students who are not responding, the teacher takes the initiative to contact personally, if this method is deemed insufficient, the teacher tries to contact his friend and the teacher reminds them through the group. For the problem of boredom, the teacher gave group assignments.

Meanwhile, Teacher 2 stated that the solution must be to create and provide interesting learning, so that the teacher did not get bored, the teacher invited the students to make Voice Notes (VN) singing English songs and reading in English randomly. If students have difficulty accessing the internet, the teacher provides an extension of time to collect assignments. The teacher also said that he was not tired of motivating students because it was the situation and circumstances that required students to study online.

The main difference of this study from the previous is a solution to problems like the previous study written by Taradisa, N (2020) that has stated before. Handayani, L (2020) stated that one of the solutions made by teachers to face the lack of response by students to online learning during a pandemic is to contact unilaterally to respond to students who can pay attention to the material provided by the teacher. According to Widodo, A., & Nursaptini, N. 2020 solution against learning today is the use of online media, online teaching methods, even some students want online learning to be stopped and return face to face, providing internet connection. Finally, the researcher tries to compare the

teacher's solution. Both teachers have their way of dealing with the problems at hand.

4. CONCLUSION

4.1 Conclusion

The objective of the study, namely to analysis the problem faced by the teacher are answered by the finding above that have been stated by each participant/teacher. Based on the findings and discussion in the previous chapter, the researcher drew a conclusion: the problems faced by English teachers in teaching online English during the Covid-19 Pandemic at SMP N 2 Kedunggalar. Researcher assume that the problems faced by English teachers in teaching online are real. Students have difficulty accessing the internet, even many students do not respond.

In addition, researcher assume that since the Covid-19 pandemic situation, offline classes at schools cannot be implemented, so holding online classes is an alternative learning activity to break the Covid-19 transmission chain. Researcher found that the media used by the teacher were WhatsApp and Google Classroom, and according to experts, the use of these media was deemed more practical and efficient. The researcher concluded that the problems caused by internet access and different teaching methods between offline and online classes were the main problems.

4.2 Suggestions

The results of the study show several teacher problems in teaching English online. Through the description above, there are several things that must be considered in online-based learning to improve the quality of education during online learning, namely as follows:

- 1) First, the internet problems faced by teachers or students must be resolved immediately because online teaching requires a good internet connection. This can be done by asking local governments to provide internet networks in the area such as *wifi*.

- 2) Teachers should understand the characteristics of students so that teacher choosing the right media in online learning so that students don't get bored in online learning.
- 3) The students should be given more attention by the teacher, such as reminding them through WhatsApp personal chat. Because, when doing the online learning process the teacher cannot control students directly.

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